

Idaho Diversity Network - Survey Feedback Form

April 12, 2019

What are some of your current Idaho Diversity Network STEM/Diversity related efforts?

Network Participant	K-12	Post-Secondary	Funding/Other
<p>Catherine Bates</p>		<ul style="list-style-type: none"> • LSAMP Scholars Program - LSAMP supports underrepresented minority students in STEM with professional development, academic support, paid research stipends, and experiential learning opportunities. LSAMP secured funds through the INL and the STEM Action Center to take 12 students to tour the Idaho National Laboratory and expose them to internship opportunities. The program will also support 9 students with a paid summer research experience. • The Bridges to Baccalaureate Program - The B2B program essentially "bridges" CWI student's transition from the community college to Boise State through enhanced advising, peer mentoring, and 3 semesters of paid research experiences. We are in year two of the 5-year grant. Both programs provide inclusive mentoring workshops to help Faculty work with students from diverse backgrounds. 	<ul style="list-style-type: none"> • We recently submitted a Bridge to Doctorate grant, that if awarded will fund 12 underrepresented minority doctoral students at Boise State University.
<p>Karla Eitel</p>		<ul style="list-style-type: none"> • We are in the last year of our ITEST project that is a collaboration with the Nez Perce Tribe around STEM Identity and UAV technology (see more information in Melinda Davis's update below) 	<ul style="list-style-type: none"> • I have been part of a team that submitted an LSAMP Bridge to the Doctorate proposal last fall (Jerry McMurty is lead, with Yolanda). • I am part of a team that submitted an NSF INCLUDES Alliance proposal with other EPSCoR jurisdictions. Working under Montana's NSF INCLUDES project, this proposal forms an Alliance between six states in the western half of the U.S. [Idaho (ID), Montana (MT), New Mexico (NM), North Dakota (ND), South Dakota (SD), and Wyoming (WY)] to address the underrepresentation of AI/AN

			<p>students in the STEM disciplines and workforce.</p> <ul style="list-style-type: none"> ○ Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) Alliance will pursue the six goals throughout the EPSCoR community and nationally through collaborations with other NSF INCLUDES networks and national organizations.
<p>Sonia Martinez</p>	<ul style="list-style-type: none"> ● Linkage to the science department for the Northwest Indian Conference, offered a successful workshop in physics which turned out to be a hit with the students; conducted outreach at the Hotel Casino event center during the NWIC. ● New Student Enrollment, worked with bilingual Latino colleagues at Idaho State University to assist with New Student Enrollment. A parent Spanish session was held. It was a great way to welcome parents and create a safe space to discuss concerns regarding their students. 	<ul style="list-style-type: none"> ● Currently recruiting URM students for summer VIP positions in field research, sage brush, and trout for the Department of Biological Sciences. ● Co-Advisor for the New SACNAS at ISU group. The student organization held officer elections for next year, the group recruited a good number of female science students, and Latino. The group is focusing efforts on recruiting Native American students and LGBTQ. ● Attended an MOU signing between Shoshone Bannock Tribes and ISU 4/9/2. A special advisory board was created comprised of four individuals from the Tribes and four from ISU. ● My Department, Research Outreach, Undergraduate Research, held an Undergraduate Research Symposium, we had an excellent representation of Hispanic female students. ● Working with the Native American Student Advisor to increase participation of Native Students in Research. ● Invited and held discussions with the Native American Indian Services, a nonprofit organization; linked with stakeholder departments at ISU. A summer science/stem program is now housed at the Native American Student Center; a coordinator has been hired and is recruiting teachers. ● Hold one STEM Café a Semester to provide opportunities for students to meet female URM researchers. The goal is to expose URM students to individuals with similar backgrounds and experience and to assist in increasing students' social capital. The ISU STEM Café is open to students, faculty, and parents. ● Currently participating in a working group with faculty to discuss the creation of a plan for equity and inclusion in Science; more importantly creating systemic change in Science and Engineering (COSE) that will create "connectivity" between students and their 	

		<p>programs. The goal is retention. Currently, the group is looking at data, but also leaning towards best practices in faculty advising.</p>	
<p>Sarah Penney</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Idaho NSF EPSCoR has new GEM3 funding that supports Statewide URM mentor training – both at a State level (scheduled at UI in February 2020) and at individual institutions. • In coordination with GEM3 Vertically Integrated Program (VIP) – we will be recruiting URM students to fill positions (www.idahogem3.org) for summer research experiences in GEM3 related research • Idaho Diversity Network also has an IDN website and monthly E-News that can be used to promote recruitment opportunities, funding opportunities, etc. We are seeking more involvement from IDN participants to create monthly content 	<ul style="list-style-type: none"> • Idaho NSF EPSCoR can also utilize funding to support Idaho Diversity Network meetings to support planning for mentoring
<p>Valentin Garcia</p>	<ul style="list-style-type: none"> • We are collaborating with four high schools in southeast Idaho to offer dual enrollment medical Spanish as well as other opportunities to explore different health professions, in a partnership with the global studies and languages department. At the end of the classes, we offer a medical Spanish boot camp for students to become qualified medical interpreters in Spanish. These students have the opportunity to earn 18-college credits. 	<ul style="list-style-type: none"> • In the ISU PA Program, we are working towards increasing our underrepresented minorities and veteran applicants as well as admits. We have a Latino Health Track that is geared towards those who are looking to practice in with that specific population. The track's requirements are taking graduate-level Spanish courses and completing some of their rotations in high-density Latino populated areas. We are able to offer a scholarship for those students in our Latino Health Track through a federal grant. We are collaborating with the global studies and languages department at ISU to offer a graduate certificate in Spanish for Health Professions as well as the Spanish courses. 	
<p>Barbara Wood Roberts</p>		<ul style="list-style-type: none"> • Validation Study of Intercultural Competence in Post-secondary Education Using Structural Equation Modeling - A collaboration project with University of Wisconsin-LaCrosse • Developing Training Support for Intercultural Mentors 	

<p>Melinda Davis</p>	<ul style="list-style-type: none"> • Karla Eitel is PI on the NSF funded ITTEST grant that is in collaboration with the Nez Perce tribe. This project includes both a summer camp experience at MOSS and academic year curriculum in the Lapwai High School. The focus is on providing students with entry level skills for the tribe’s Departments of Natural Resources and Fisheries. <p>Most importantly the curriculum has been jointly developed with the tribe and includes job skills identified through a DACUM process, learning objectives established for UI credit (these are dual credit opportunities) and cultural standards developed by the tribe. The emphasis is on integration of indigenous ways of knowing with western science and technology using a culturally relevant curriculum.</p>	<ul style="list-style-type: none"> • I am currently working with the College of Engineering on their Diversity Initiative, and specifically on their effort to increase enrollment and retention of female engineering students. The college established an advisory board, with a number of female engineers from industry. The board members each took different issues to investigate and discuss evidence based practices and current thinking in the literature at a summit. Based on these discussions, several areas of focus for college efforts were decided upon. Efforts being actively pursued include <ul style="list-style-type: none"> ○ Establish a mentoring network ○ Support bridge programs for high school girls ○ Provide inclusivity training to faculty and staff ○ Culture change 	
<p>Bob Sobotta Jr.</p>		<ul style="list-style-type: none"> • LCSC’s Center for Teaching & Learning (CTL) has created opportunities for faculty, staff and students through the Inclusive Practices Certificate which provides an opportunity to enhance the understanding of issues related to diversity and inclusion and to develop inclusive practices in the work they do on campus. Workshops and professional development training this semester has highlighted the Nez Perce Tribe’s Education and STEP Program and Northwest Indian College presentations on Culture and the Environment. 	

		<ul style="list-style-type: none"> • The President's Diversity Commission has been charged this academic year to update and enhance a list of diversity related initiatives happening on campus while prioritizing the list and looking at areas of strengths and weaknesses. Courses, annual events (Native American Awareness Week, Multicultural Week, etc.), highlight speakers and workshops are areas the Commission is especially reviewing. Outreach through the Native American Advisory Committee continues with the Nez Perce and Coeur d'Alene Tribes. 	
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1. What are some areas of potential collaboration?

Network Participant	K-12 related	Post-secondary	Funding/Other
Catherine Bates		<ul style="list-style-type: none"> • Statewide diversity dialogue sessions • Bridge to Doctorate fellowship (if we are funded) 	
Karla Eitel		<ul style="list-style-type: none"> • NSF INCLUDES CIRCLES Alliance – tbd 	
Sonia Martinez		<ul style="list-style-type: none"> • I would like to collaborate on grants that will give our students an opportunity to meet other URM students from other universities, perhaps a retreat at MOSS. I know McNair has a great program, but I have students who are not McNair and are in their Junior and senior year of graduation. • Purpose, increase self-efficacy and learn about graduate school opportunities. • Share resources.....that can serve URM 	
Sarah Penney		<ul style="list-style-type: none"> • We can coordinate with institutions on URM Mentor Training (targeting faculty) • We can promote STEM/Diversity opportunities on the IDN website and monthly E-News • We can connect URM STEM students from your institutions with GEM3 research opportunities 	
Valentin Garcia		<ul style="list-style-type: none"> • There is huge potential to collaborate with Idaho colleges and universities. The PA profession is very popular. In what way would those institutions see from the ISU PA Program? About 40% of our 	

		72 students come from Idaho, but we can increase that if all the institutions work together. Our admissions criteria are very competitive and academic based, and that is one area we can collaborate to identify students.	
Barbara Wood Roberts		<ul style="list-style-type: none"> • Longitudinal Study on Intercultural Competence Development in Cross-Cultural Mentoring Relationships • Training Development • Literature Reviews pertaining to intercultural competence and related areas 	
Melinda Davis		<ul style="list-style-type: none"> • I believe the trainings on inclusivity that the IDN has developed would be a great resource to the College of Engineering. The college is creating a position that is responsible for diversity efforts and I would like to see the IDN work with them and see if we can partner to be more effective. • The ITEST project team has discussed developing state CTE badges associated with the specific skills for fisheries and forestry that would be recognized by industry as well as Idaho State CTE. We are looking at funding sources and ways to keep the tribe involved. Kay Seven, from the Nez Perce Education Department is a lead on this effort and I think there are ways to engage others as partners to establish broader programs for entry level jobs that also prepare students for higher education in the natural resource fields. 	
Bob Sobotta Jr.		<ul style="list-style-type: none"> • Any opportunities for LCSC to collaborate with other Idaho institutions will support our students. • Grants, Internships, shared courses and workshops are important for LCSC students in gaining extended knowledge during their college experiences. • The Idaho Indian Education Summit is an example of our institutions working together to coordinate an important educational conference for all Idaho educators. 	

2. What resources would help you in your STEM/Diversity efforts?

Network Participant	
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Catherine Bates	<ul style="list-style-type: none"> Marketing and outreach initiatives to better connect with community college students
Karla Eitel	<ul style="list-style-type: none"> Easy to access statistics about enrollment and persistence of URM students across all grade levels, into college and grad school in Idaho. Understanding of the landscape of who is doing what and how projects are related (in goals, in service area, in staffing and personnel, in target audience) so that we can coordinate and maybe not duplicate?
Sonia Martinez	<ul style="list-style-type: none"> Sharing best practices in services that are offered to URM students that aim to increase retention. For example, what type of mentoring and student support services are offered within the STEM fields that target URM retention. Do you all have an advisor for STEM students housed within the departments? If so, please share your model. I am interested in knowing how other universities integrate EPSCoR within other university STEM efforts. Best practices in student retention and advising.
Sarah Penney	<ul style="list-style-type: none"> STEM/Diversity related content for monthly E-News (from IDN members/institutions, etc.) Interest from participating institutions on development of some sort of dashboard to manage various STEM/Diversity programming, needs, and resources available * could be part of existing www.idahodiversity.org but need help in managing it (possibly a IDN working group?)
Valentin Garcia	<ul style="list-style-type: none"> Training on diversity, equity and inclusion
Barbara Wood Roberts	<ul style="list-style-type: none"> As founding director of Idaho State University's Intercultural Competence Lab I would like some leads for potential funding sources.
Melinda Davis	<ul style="list-style-type: none"> Platform to connect mentors to students in specific fields Resource library of training materials for groups looking to do inclusivity or unconscious bias training etc.
Bob Sobotta Jr.	<ul style="list-style-type: none"> Information on other institutions programming related to the Idaho Diversity Network Grant related ideas for collaboration Professional Development opportunities for LCSC students, faculty and staff

3. What priority areas do you think are important for IDN to pursue moving forward?

Network Participant	
Catherine Bates	<ul style="list-style-type: none"> Strategic planning retreat to define goals of the network, and potential points for collaboration.
Sonia Martinez	<ul style="list-style-type: none"> Can we go over the mission again, and what IDN can do and not do? Do we want to be an advocacy group? For example, the state board of education, supporting reduced student tuition for Native American students? Within URM there are disparities, for example DACA students. Also, funding for additional research opportunities. Need Money for URM research.
Sarah Penney	<ul style="list-style-type: none"> Continue with Inclusive Mentoring workshops Areas where training could be shared (diversity & inclusion/etc.)

Valentin Garcia	<ul style="list-style-type: none"> • Outreach to high schools? • University senior administration to have buy in for IDN? It is important for Idaho higher education institutions to work towards diversity and support the network. • I am not sure what the priorities are for the network or if the question is looking for specifically what I have mentioned above
Barbara Wood Roberts	<ul style="list-style-type: none"> • Mentoring • Outreach
Melinda Davis	<ul style="list-style-type: none"> • Girls in STEM, especially at the ages we lose them between 4th and 7th grade. Particularly in STEM identity and confidence. Growth mindset efforts perhaps.
Bob Sobotta Jr.	<ul style="list-style-type: none"> • To increase awareness of diversity concerns on campus; • To develop inclusive practices for use in teaching and service; • To build connections between different programs, offices, and groups across campus and in the community; • To support programming that emphasizes issues of diversity and inclusion; and • To support personal growth and understanding of the roles of inclusion in our jobs and daily lives